The Firebird Guide
to Assessment

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I. Introduction

University-wide assessment has been a priority at UDC since the beginning of the millennium, and assessment experts across the institution have ramped up their continuous improvement efforts since then. Leaders in Academic Affairs have created and maintained a culture of assessment via workshops, initiatives, professional development days, and reporting processes that demonstrate use of assessment data for continuous improvement. In Student Development and Success, assessment leaders have been tracking development and success data against program goals and objectives with the help of an assessment guide (Butler-Johnson, 2010-2011). In the Office of the Chief Operating Officer (OCOO), Service Level Agreements are used as guides for success in the OCOO units, and Talent Management is collecting employee-level data via Performance Management Processes that align with the strategic plan and work in concert with institution-wide assessment efforts. And at the university level, the Office of the Chief Academic Officer (OCAO) and the Office of Planning and Institutional Effectiveness (OPIE) provide institution-wide resources and support to units in their annual assessment cycles. The University Assessment Council (UAC) provides additional support—as local assessment experts who gather monthly to provide advice on assessment policies, plans, and procedures while reviewing assessment plans, results, and reports for the university (see page 14 for more information on the UAC). This guide, originally developed in 2012, updated in 2015-2016, and offered in its current iteration, is meant to serve as another source of assessment support for the campus community.

Who should read this guide?

This guide is for everyone, especially you.

Why?

Assessment and continuous improvement are institution-wide priorities that tie directly to student success *and* the success of UDC, as the nation's only public, urban, land-grant HBCU. UDC's strategic plan through 2022, The Equity Imperative, cites assessment as a key objective under its first goal, *Establish in the District of Columbia a Public Higher Education Model of Urban Student Success*:

> "A University-wide and ongoing assessment and course review process will be standardized and instituted so that UDC examines and improves its educational effectiveness consistently and proactively, instead of reactively, and primarily as the product of accreditation demands, as has been the case too often in the past" (The Equity Imperative, pp. 17).

Assessment is often (only) linked to accountability, but it can also be thought of as a *movement* (Miller 2012) that "takes into consideration the various needs of different student populations" (Montenegro and Jankowski 2017: pp. 4), i.e., *all students*, and situates our collective efforts squarely within the success of the entire campus. Assessment doesn't need to be pejorative in nature. Rather, assessment can highlight our everyday efforts and priorities in meaningful ways, align our collective goals and objectives to the university's mission and vision, and provide us with opportunities to determine where (and how!) we lift up our students toward success. The "true aim" of assessment, "*harnessing evidence to inform educational improvements*" (Kinzie et al., 2015: pp. 56), becomes even more powerful when assessment efforts are integrative and aligned across campus. This guide celebrates UDC's champions of assessment who harness evidence to further the success of the *entire* Firebird Nation, and invites new champions to join the movement—as we determine together what it means for UDC students to "achieve their highest levels of human potential."
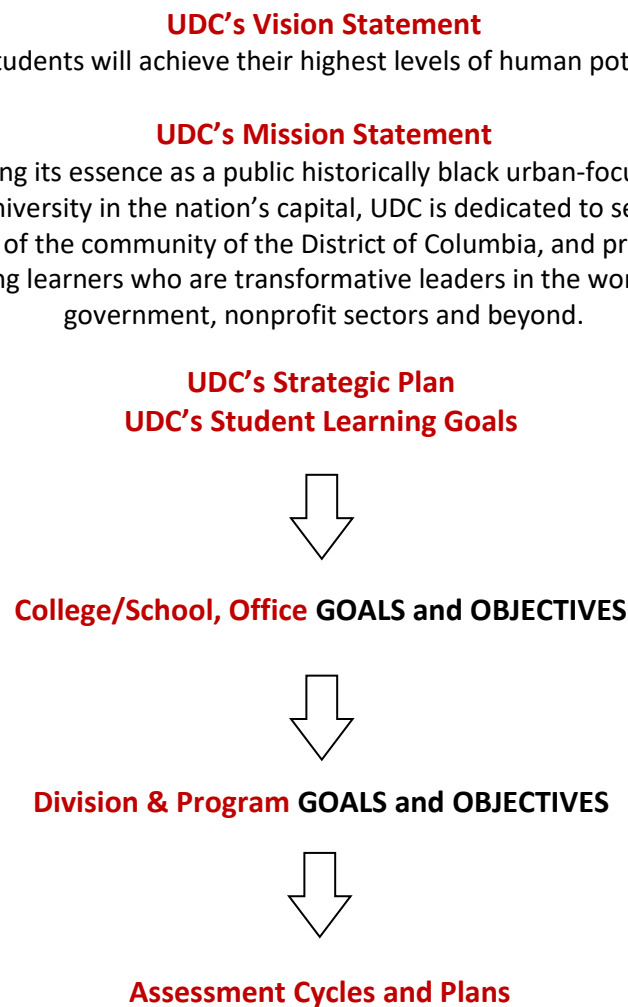
II. Alignment, Outcomes Assessment, and Assessment Processes

Connecting Assessment to Vision, Mission, Goals, and Objectives
A successful unit-level assessment plan should rise from the UDC's vision and mission statements, the Equity Imperative, UDC's Student Learning Goals, and the college/school/office, divisional, and program-level goals and objectives. Establishing connections between UDC's mission and goals with your unit's assessment plan ensures that "everyone [is] rowing in the same direction—with course, program, institutional, and even national-level outcomes aligned in ways that create more intentional pathways to student learning and success" (Hutchings, 2016: pp. 5).

Objective 1.A.3 in UDC's strategic plan states that UDC will "ensure the quality of its courses and programs by continuously assessing their value and maintaining their currency regionally, nationally, and internationally" (The Equity Imperative, pp. 14). All of this is part of a larger effort to align assessment processes and activities *across the entire university.* Figure 1 exhibits this alignment.

FIGURE 1: ALIGNED ASSESSMENT AT UDC

UDC's Vision Statement
All students will achieve their highest levels of human potential.

UDC's Mission Statement
Embracing its essence as a public historically black urban-focused land-grant university in the nation's capital, UDC is dedicated to serving the needs of the community of the District of Columbia, and producing lifelong learners who are transformative leaders in the workforce, government, nonprofit sectors and beyond.

UDC's Strategic Plan
UDC's Student Learning Goals

⬇

College/School, Office GOALS and OBJECTIVES

⬇

Division & Program GOALS and OBJECTIVES

⬇

Assessment Cycles and Plans

For an institution to be effective, program and unit goals, objectives, and course/program outcomes should be aligned with UDC's University-wide Student Learning Goals and/or the strategic plan. Examples of alignment to the Student Learning Goals are demonstrated below in Figures 1 and 2. *Image below (the inverted triangle) is from DePaul Teaching Commons.*
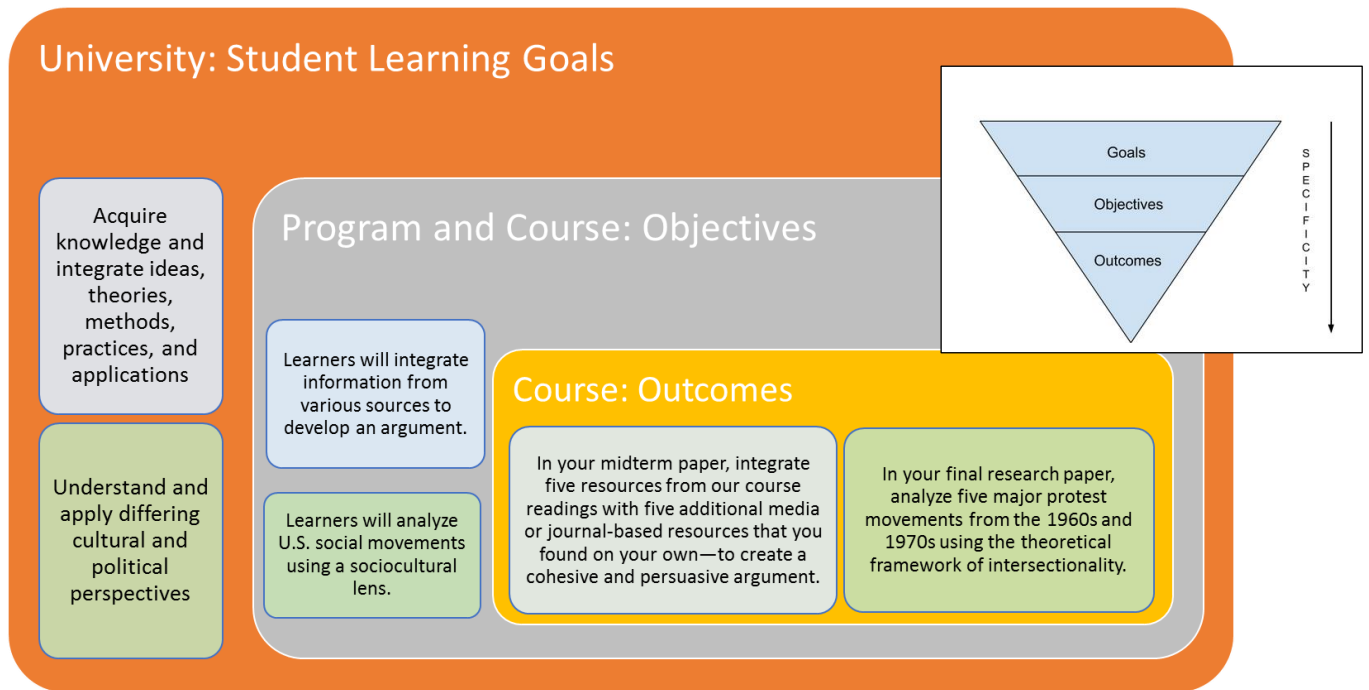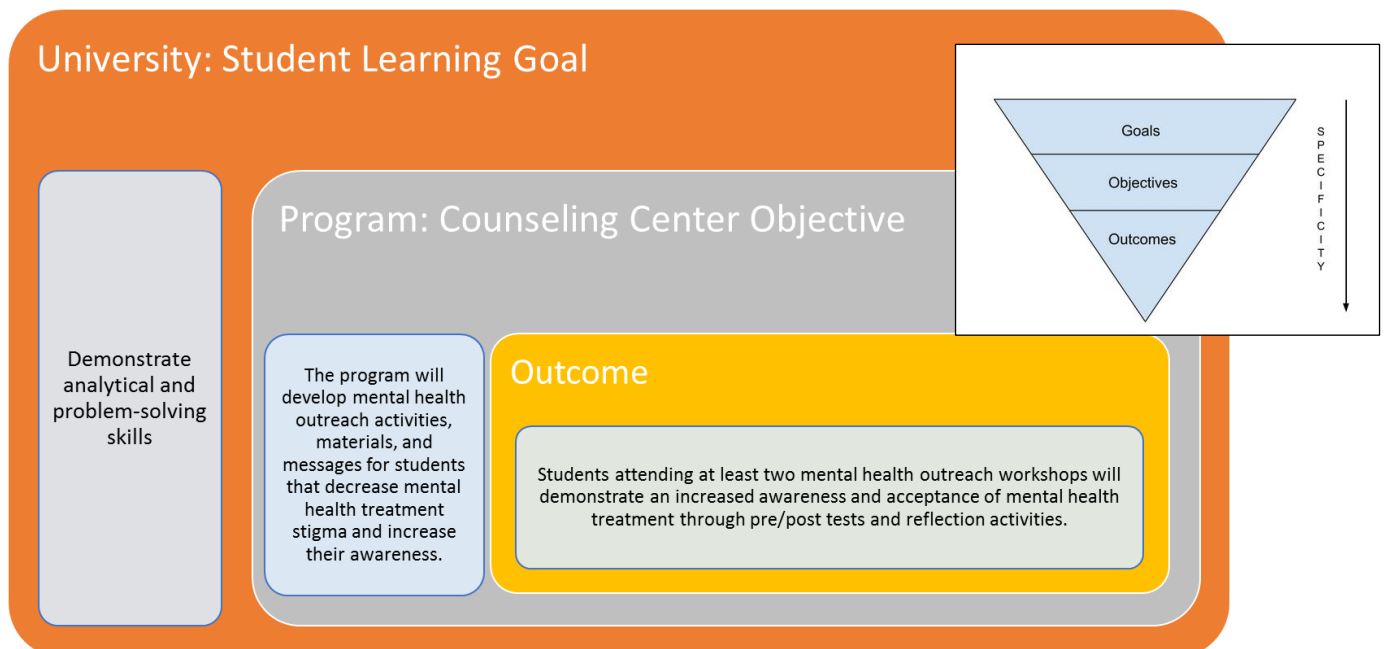
FIGURE 2: ALIGNMENT IN ACADEMIC AFFAIRS

University: Student Learning Goals

Acquire knowledge and integrate ideas, theories, methods, practices, and applications

Understand and apply differing cultural and political perspectives

Program and Course: Objectives

Learners will integrate information from various sources to develop an argument.

Learners will analyze U.S. social movements using a sociocultural lens.

Course: Outcomes

In your midterm paper, integrate five resources from our course readings with five additional media or journal-based resources that you found on your own—to create a cohesive and persuasive argument.

In your final research paper, analyze five major protest movements from the 1960s and 1970s using the theoretical framework of intersectionality.

FIGURE 3: ALIGNMENT IN STUDENT DEVELOPMENT AND SUCCESS

University: Student Learning Goal

Demonstrate analytical and problem-solving skills

Program: Counseling Center Objective

The program will develop mental health outreach activities, materials, and messages for students that decrease mental health treatment stigma and increase their awareness.

Outcome

Students attending at least two mental health outreach workshops will demonstrate an increased awareness and acceptance of mental health treatment through pre/post tests and reflection activities.

Defining Assessment

UDC defines assessment as the systematic, ongoing process of measuring student learning and institutional effectiveness via goals and objectives that are defined by departments, programs, and units. Additionally, UDC follows the Middle States Commission on Higher Education (MSCHE) guidelines to link "clearly defined" institutional and unit-level goals to its overall mission (MSCHE Standard 1), while conducting "organized and systematic assessments" to evaluate student achievement of those goals for continuous improvement (MSCHE Standard 5). UDC's institution-wide assessment processes are based on specific standards and criteria that are used to provide feedback to programs and units, which documents progress and provides direction to improve future performance. Standards and criteria are communicated prior to assessment of performance, and established through a *meta-rubric* (see pages 20-28) that is used to evaluate assessment plans and reports.

Defining Outcomes Assessment

At UDC, outcomes assessment encompasses both student learning and institutional effectiveness. To this end, outcomes assessment can be defined as measuring the *impact* of our systematic, ongoing efforts to *improve* student learning and institutional effectiveness—across all academic, student development/success, operational, and administrative units. Assessment data that are collected on a cyclical basis for continuous improvement help to "close the loop" on assessment efforts—by making meaningful changes that enhance all institutional units in support of UDC students and their success.

Purpose of Outcomes Assessment

Outcomes assessment helps institutions "understand how educational programs are working and to determine whether they are contributing to student growth and development. Hence, the ultimate emphasis of outcomes assessment is on programs rather than individual students" (Banta and Palomba, 2015: pp. 9-10). To meet Objective 1.A.3. under Goal I of The Equity Imperative, *Continuously Assess and Maintain Currency of Academic and Workforce Offerings*, multiple levels of assessment must exist across UDC to ensure that student learning gains are measured against program goals.

OPIE Assessment Processes

The Office of Planning and Institutional Effectiveness (OPIE) is continously available to units across the university as they move through their assessment cycles. OPIE supports annual assessment processes and reports, and is requesting "overaching" units across Academic Affairs, Student Development and Success, Operations, and Administration to submit a report at least every three years—if not annually. The reports should focus on continuous improvement in the units and feature programmatic achievements. All units should engage in annual processes that (eventually) assess all programs over a three-to-six-year cycle of continuous process improvement. OPIE is available to support these annual efforts, including assessment cycles that are already in place in academic units.

- **Annual assessment processes** in each of the 13 "overarching" units (see page 7) with support from OPIE via periodic check-ins and year-round availability.

- **Units submit *full reports with program highlights* at least every 3 years to OPIE** – due September 30.

- Program highlights address The Equity Imperative and program goals & **feature qualities that make the unit unique.**

- **OPIE submits annual report to the President's Office and BOT** summarizing assessment across campus – due October 31.

III. University Assessment Schedule (2018-2024)
Fourteen "Overarching" Units

AY 2018-2019 & 2021-2022 **Reports Due:** **September 30, 2019** **September 30, 2022**	College of Agriculture, Urban Sustainability, and Environmental Sciences
	College of Arts and Sciences
	Learning Resources Division
	School of Business and Public Administration
	Workforce Development and Lifelong Learning

AY 2019-2020 & 2022-2023 **Reports Due:** **September 30, 2020** **September 30, 2023**	Community College
	David A. Clarke School of Law
	Division of Student Development and Success
	Office of the Chief Academic Officer
	School of Engineering and Applied Sciences

AY 2020-2021 & 2023-2024 **Reports Due:** **September 30, 2021** **September 30, 2024**	Office of the Chief Financial Officer
	Office of the Chief of Operations
	Office of the General Counsel
	Office of the President

IV. Assessment at All Levels of the Institution

At UDC, institutional effectiveness means that assessment for continuous improvement occurs at all levels of the institution. See below for a brief description of these levels.

|	
Institutional Level - Vision and Mission - Strategic Plan - Student Learning Goals	At the **institutional** level, assessment activities are carried out at several points, starting with students' application for entry the university, at their matriculation, throughout their pathways, at exit from the university, and after they leave. These assessment activities provide data on how effective the university is in preparing students for success. All programs and initiatives (academic, student development/success, operational, and administrative) across the university are assessed for impact on student success.
College/School, Office **Divisions** **Programs** **Departments** - All of these "levels" could be considered "units" at UDC	At the **college/school/office** and **division** levels, assessment activities are conducted to measure how the unit is meeting its overarching goals and objectives (including the institution's Student Learning Goals—see below). At the **program** and **department** levels, assessment activities are conducted to determine: a) whether students and other stakeholders are progressing in the knowledge and skills deemed essential for success, and b) whether the program or department is meeting its goals and objectives.
Course Level	Each **course** that is taught should outline goals, objectives, and outcomes—for transparency of learning aims to students who take the course. Faculty engage students in a variety of learning activities and assessment methods that determine what students should know and be able to do upon completion of the course.

V. University-Wide Student Learning Goals

Student success is central to the mission of UDC. Therefore, all academic, student development/success, operational, and administrative units should ensure that their goals and objectives are aligned with the seven University-wide Student Learning Goals—where appropriate:

1. Acquire knowledge and integrate ideas, theories, methods, practices, and applications
2. Communicate clearly and effectively in both written and oral forms
3. Demonstrate analytical and problem-solving skills
4. Demonstrate social, ethical, and moral responsibility (*in part through service learning*)
5. Understand and apply differing cultural and political perspectives
6. Use information technology to acquire and interpret knowledge, and to solve problems
7. Demonstrate knowledge, intellectual skills, and applied learning in chosen fields of study

VI. Cycle of Continuous Improvement - to guide units in their assessment processes
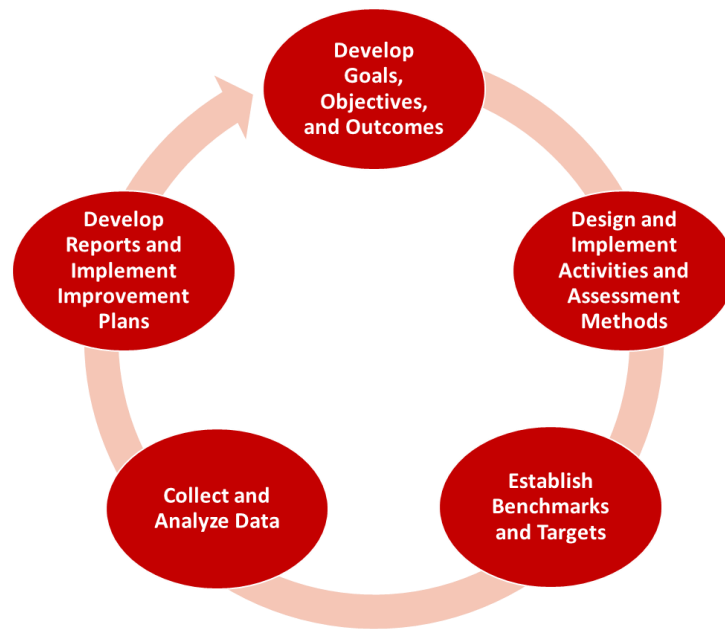
Units can reference this cycle to create and/or revise their own cycles via **eight steps:**

1. Define your **purpose**
  ➢ Reference vision and mission statements
  ➢ Focus on improvement and demonstrated effectiveness
2. Identify your **goals**
  ➢ Target three to five at a time
3. Identify aligned **objectives and outcomes**
  ➢ Specific, measurable, and observable aims
4. Identify, design, and implement your **assessment activities**
  ➢ E.g., assignments, projects, program activities, workshops, outreach efforts, customer service plans
5. Identify, design, and implement your **assessment methods**
  ➢ Use multiple (and mixed) methods, e.g., rubrics, checklists, surveys, focus groups, interviews, content analysis
6. Create **benchmarks and/or targets**
  ➢ Identify standards and/or projected figures to achieve goals, objectives, and outcomes
7. Collect and **analyze data**
  ➢ Write concise summaries and create data visualizations
8. Develop a **report**—include **actions for continuous improvement**
  ➢ Identify at least three actions in your improvement plan
  ➢ Demonstrate effectiveness
  ➢ Share report/findings widely with stakeholders

Tip: Be attentive to **logistics and relevant processes**, e.g., resource allocation, deliverables, timelines, and responsible parties.

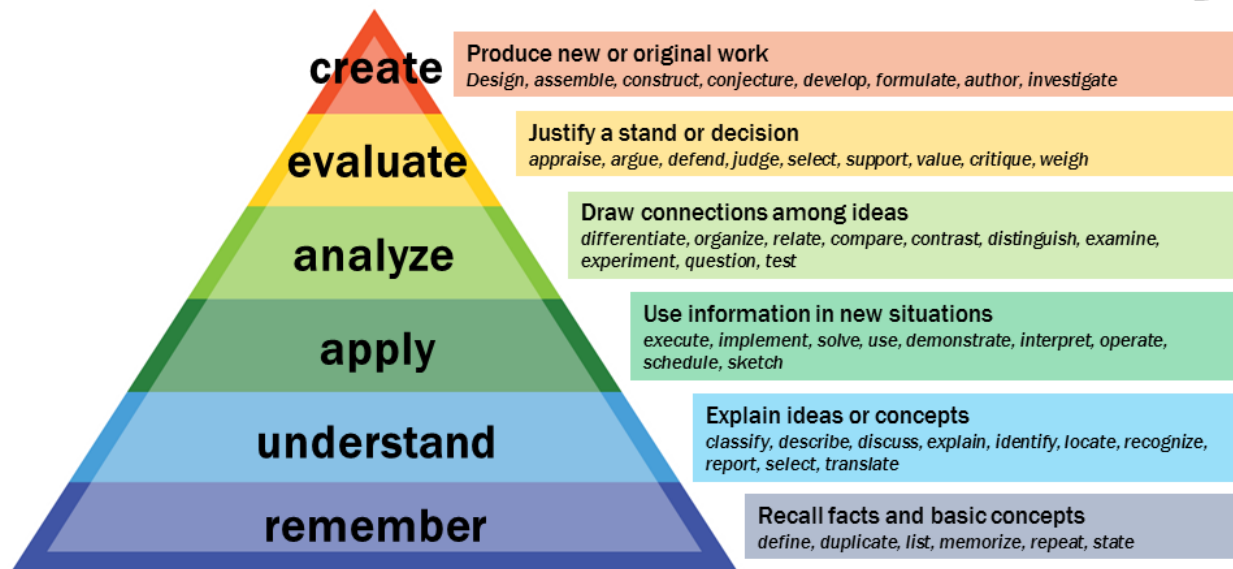## VII. Eight Steps for Continuous Improvement—Across UDC

Steps		Academic Affairs	Operational and Administrative Units
		Division of Student Development and Success	
1	**Purpose: Vision Statement & Mission Statement**	Vision: Develop a clear, concise statement of what the unit will look like when it is achieving its mission. Mission: Develop a concise statement that clarifies the vision statement, describes the purpose and function of the program, identifies the *students* who are being served, and provides a basis for creating goals.	Vision: Develop a clear, concise statement of what the unit will look like when it is achieving its mission. Mission: Develop a concise statement that clarifies the vision statement, describes the purpose and function of the program, identifies the *stakeholders* who are being served, and provides a basis for creating goals.
2	**Goals**	Write broad statements *on cross-cutting skills that students will learn across the curriculum and co-curriculum*.	Write broad statements *that specify the impact of the services on students and other stakeholders. Goals should reflect your unit's unique contributions to student retention and success through its programs, services, or business operations.*
3	**Objectives and Outcomes**	Identify intended/future learning aims that are tied to *instructional materials, e.g., readings and videos* (objectives). Identify what students should know and be able to do *by the end* of a *course or program—demonstrated through observable actions via course assignments* (outcomes).	Identify intended/future learning aims that are tied to *program materials aligned with unit goals and work plans* (objectives). Identify what students *and other stakeholders* should know and be able to do *as a result of a program, service, or operation* (outcomes).
4-5	**Activities and Assessment Methods**	Select a variety of assessment activities and methods (direct and indirect; formative and summative; quantitative and qualitative) to yield evidence of achievement for each objective.	Select a variety of assessment activities and methods (direct and indirect; formative and summative; quantitative and qualitative) to yield evidence of achievement for each objective.
6	**Benchmarks and Targets**	Assign benchmarks and/or targets at the *course, program, or unit level* that are representative of overall goals in the *academic discipline*.	Assign benchmarks and/or targets at the *service, program, or unit level* that are representative of the overall goals in the *strategic priorities*.
7	**Collect and Analyze Data**	Draw conclusions based on a summary of the data/findings gathered from each given assessment measure.	Draw conclusions based on a summary of the data/findings gathered from each given assessment measure.
8	**Develop Report—with Actions for Continuous Improvement**	Share findings, including successes, widely with stakeholders. Develop recommendations for making required adjustments to programs and courses based on findings—including implications for budget and resource allocation.	Share findings, including successes, widely with stakeholders. Develop recommendations for making required adjustments to programs and services based on findings—including implications for budget and resource allocation.

VIII. Using Action Verbs When Writing Objectives and Outcomes

Use action verbs when writing objectives and outcomes—action verbs signify overt behavior that can be observed and measured.

- **Bloom's Taxonomy:** Bloom's Taxonomy is a useful classification of action verbs that educators often use to create objectives and outcomes for student learning and program success. Bloom's Taxonomy provides examples of measurable verbs and progressive levels of learning. We recommend Anderson and Krathwohl's revision of Bloom's Taxonomy from 2001—see next bullet point for sample action verbs from Anderson and Krathwohl's revised version of Bloom's. In addition, see Vanderbilt University's Bloom's Taxonomy pyramid scheme, below.

- **Remember:** e.g., choose, define, find, label, list, recall, select, tell
- **Understand:** e.g., classify, compare, contrast, demonstrate, explain, illustrate, outline, rephrase, summarize
- **Apply:** e.g., apply, build, choose, construct, develop, identify, make use of, organize, select, utilize
  Analyze: e.g., analyze, categorize, classify, distinguish, examine, inspect, survey
- **Evaluate:** e.g., assess, choose, conclude, critique, deduce, defend, determine, evaluate, interpret, justify, measure, recommend, support
- **Create:** e.g., build, compile, compose, construct, create, design, develop, formulate, improve, modify, propose, solve, test
- Note: avoid verbs such as: appreciate, believe, know, realize, and understand—which indicate a thought, not an action.

Bloom's Taxonomy

create — Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate — Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze — Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply — Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand — Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember — Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

Vanderbilt University Center for Teaching

IX. Planning for a Program Review? Consider These Entry Points...

Note: at UDC, "program" (in this context) might refer to: college/school, office, division, or department

1. Form a Program Review Committee

➢ Smaller committees consist of key faculty and/or program staff. Broader committees include reps from faculty senate, institutional research/assessment office(s), students, and administrators. Strike "a balance of political and technical expertise" (Barak and Breier, 1990: pp. 16) and assign roles.

➢ Smaller programs might consider partnering with other small programs to assess similar goals, if program bandwidth limits review committees to one person (Massa and Kasimatis, 2017: pp. 44).

➢ Create a charge for the committee. Address opportunities and constraints for the review.

2. Connect with Stakeholders

➢ Conduct a needs assessment with stakeholders, addressing the committee charge—share findings. (For more information, see Barak & Breier, 1990: pp. 14-20.)

➢ Provide a summary of your review process/plan (see #3, below) to stakeholders for feedback.

In a successful program review, as in other endeavors, people will support what they have helped create. – Robert. J. Barak and Barbara E. Breier (1990)

3. Identify Foci and Overall Purpose(s) for the Review

➢ Select **assessment criteria, i.e., program goals and aligned objectives**, that you want to focus on during the review. Target three-to-five goals at a time.

➢ Identify three-to-five suitable **assessment methods per criteria**—i.e., direct & indirect measures, formative & summative assessments, quantitative & qualitative approaches, diagnostic measures.

➢ Sample **purpose** #1: inventory existing data & resources; gather satisfaction data. Sample **outputs**:
   ▪ Baseline productivity data for benchmarking and setting targets (see table on next page)
   ▪ Inventory of: professional development offerings; learning communities for faculty and staff; student support, development, and success services and programs
   ▪ Satisfaction data from: participating students, faculty, and staff (via surveys & focus groups)

➢ Sample **purpose** #2: align goals and objectives to measure program success. Sample **outputs**:
   ▪ Syllabi review across courses in a program; curriculum mapping (and course sequencing)
   ▪ Performance plan goals and activities aligned with strategic planning goals and objectives

➢ Sample **purpose** #3: continuous improvement and demonstrated effectiveness. Sample **outputs**:
   ▪ Course assessment data & performance management data rolled up to the program level
   ▪ Integrating and analyzing data from multiple programs with shared goals

4. Plan Overall Logistics and Necessary Investments (i.e., identify inputs)

➢ Timeline, responsible parties, resource allocation, processes, deliverables…

5. Create a Logic Model* for Your Planning (with projected impact), e.g.:

Goals / Objectives / Purposes	Inputs — Investments	Outputs — Deliverables	Impact: Short-, Mid-, and Long-Term		
			Short	**Mid**	**Long**
Goals / Objectives / Purposes	Expertise; Resources; Responsible parties; Space; Technology; Time	Baseline data; Curriculum maps; Integrated and aligned data from multiple programs; Inventory of resources; Satisfaction data	Awareness; Knowledge; Opinions	Actions; Decisions; Practices; Skills	Budget allocation; Participation; Retention

6. Program Review Plan Checklist

- ✓ Form a committee
- ✓ Identify a strategy to connect with stakeholders
- ✓ Identify the purpose(s) for your program review
- ✓ Identify assessment criteria (goals and objectives) for your program review
- ✓ Ensure that your assessment methods will gather data that address your criteria
- ✓ Be attentive to logistics, relevant processes, and necessary investments
- ✓ Create a logic model to help with your planning
- ✓ At the end of the review—review the process itself (e.g., use a rubric, survey stakeholders, review findings with the committee)

Table: Examples of Baseline Productivity Data**

Program Enrollments
- Total enrollment
- Disaggregated enrollment (by demographics)
- Comparisons to peer institutions (benchmarking)

Program Ratios and Totals
- Total number of program faculty
- Student-faculty ratio
- Class size

Program Graduates and Completion
- Number of degrees and certificates granted
- Proportion of starters completing the program
- Comparisons to peer institutions (benchmarking)

Graduate Outcomes
- Number and percentage of graduates obtaining full-time employment
- Number and percentage of graduates passing professional certification exams

Facilities***
- Percentage of capital projects completed on time and on budget
- Cost of deferred maintenance projects

Space Management
- Number of requests for use of campus spaces (internal and external requests)
- Requestors by type (e.g., campus role, community member)

Total Institutional and Program Revenue/Costs
- Revenue-educational and revenue-operational spending comparisons
- Disaggregated comparisons by program

The Council for the Advancement of Standards in Higher Education provides guidance on program review in the areas of student affairs, student services, and student development programs. See more at this link: **https://www.cas.edu/programreview**

(See references at the end of this guide.)

X. University Assessment Council (UAC)
Updated 2020-2021

UAC Charge
The University Assessment Council (UAC) is established by the Office of the Chief Academic Officer (OCAO) and the Office of Planning and Institutional Effectiveness (OPIE) to support assessment and evaluation processes toward continuous improvement at the University of the District of Columbia. The primary charge of the UAC is to assist academic, student development/success, operational, and administrative units in conducting ongoing assessment efforts to improve student learning, student development and success, and university services and operations. UAC members represent units across UDC and are invited to join the council by the council co-chairs, with the aim of broad institutional representation.

Responsibilities of the UAC
The UAC has the responsibility of advising on, supporting, and expanding an evidence-based, decision-making campus culture. Achievement of this culture is possible through direct engagement with the university's strategic plan, shared faculty and staff ownership of outcomes assessment, meaningful student input, use of assessment results in making decisions about resource allocation, and strong support from the administration.

UAC Statement of Work

UDC's University Assessment Council consists of assessment leaders and practitioners across the University who are champions of institution-wide assessment processes for continuous improvement. UAC members participate in monthly meetings, evaluate annual assessment reports and provide feedback on associated processes, champion institution-wide assessment practices in their home units, collaborate on showcasing activities, ensure the integrity of data from their home units and the overall university, and provide advice on recommended assessment practices for the success of our students and the entire University.

UAC Objectives

1. Support OCAO and OPIE in reviewing the quality of assessment plans, results, and reports for the UDC's units, departments, and programs—and make recommendations for continuous improvement;
2. Assist in carrying out activities and streamlined practices at the unit/department/program levels to operationalize assessment for continuous improvement at UDC;
3. Encourage and support department and program-level assessment processes that align with, inform, and are informed by institution-wide practices, findings, and responses;
4. Share results and promote discourse around assessment issues, findings, and action-responses at a range of stakeholder levels;
5. Collaborate on a university-wide assessment showcase of continuous improvement;
6. Advise campus assessment leaders and UDC administration on policies, plans, procedures, and opportunities/challenges to institution-wide assessment;
7. Provide assessment and evaluation data to support accreditation efforts with Middle States Commission on Higher Education.

XI. National Assessment Resources

Don't reinvent the wheel! These websites have resources for assessment professionals to explore.

1. **Assessing Administrative and Support Units:** a couple of suggested websites: Assessment Commons: **http://assessmentcommons.org/assessing-administrative-support-units/** & UC Merced: **https://assessment.ucmerced.edu/administrative**

2. **Assessment Commons:** "We are an open learning space that curates content for faculty and assessment professionals through resources and tools for student learning outcomes assessment, teaching and learning, program review and accreditation." **http://assessmentcommons.org/**

3. **Association for the Assessment of Learning in Higher Education (AALHE):** "AALHE is a professional association for assessment practitioners at colleges, universities, and higher education support organizations." **https://www.aalhe.org/**

4. **Association of American Colleges and Universities (AAC&U):** "AAC&U is the leading national association dedicated to advancing the vitality and public standing of liberal education by making quality and equity the foundations for excellence in undergraduate education in service to democracy." See AAC&U's VALUE Rubrics and ePortfolio Initiative. **https://www.aacu.org/**

5. **Authentic Assessment Toolbox:** by Professor Jon Mueller at North Central College. **http://jfmueller.faculty.noctrl.edu/toolbox/index.htm**

6. **DQP Assignment Library:** Provides "a searchable online library of collegiate-level course assignments in a wide variety of academic disciplines that link to one or more proficiencies in the Degree Qualifications Profile (DQP)." **https://www.assignmentlibrary.org/**

7. **Evergreen Data:** Data visualization tools and resources by Stephanie Evergreen. **https://stephanieevergreen.com/**

8. **Faculty Resource Library:** "The Faculty Resource Library is a joint project of NASPA's Faculty Council and ACPA's Commission on Professional Preparation. The goal is to avoid duplication of efforts and provide one site for faculty to begin their search for resources related to teaching, learning, and program coordination." **http://www.livebinders.com/play/play?id=2193172#anchor**

9. **National Institute for Learning Outcomes Assessment (NILOA):** "Established in 2008, the mission of NILOA is to discover and disseminate ways that academic programs and institutions can productively use assessment data internally to inform and strengthen undergraduate education, and externally to communicate with policy makers, families and other stakeholders." **https://www.learningoutcomesassessment.org/**

10. **The Society for College and University Planning (SCUP):** "SCUP unites the best of college and professional planners. We create a range of learning opportunities, from publications to our annual SCUP conference, for our community to share perspectives, resources, best practices, and fresh ideas that move challenges to solutions—building upon a culture of integrated planning." **https://www.scup.org/**

11. **Student Affairs Assessment Leaders (SAAL):** "Provides the opportunity for educators that coordinate assessment for divisions of student affairs to discuss issues to improve their work." **http://studentaffairsassessment.org/**

12. **Weave**: "Our mission is to improve student learning through assessment and we do this by providing software solutions and expertise for institutional and programmatic effectiveness." **https://weaveeducation.com/**

XII. UDC Assessment Calendar (Academic Affairs)

August	Program and unit-level assessment plans are finalized by assessment specialists for the upcoming academic year—plans are based on a cycle of continuous improvement. Faculty finalize course-level assessment plans for the fall semester.
September-December	UAC members and co-chairs provide feedback on units' assessment processes/plans for the current academic year, with a particular focus on: vision, mission, goals, objectives, measures of assessment, and benchmarks/targets (the first three phases in UDC's cycle of continuous improvement). All units in Academic Affairs submit assessment reports from the previous academic year (September 30).
October	UAC members and the Director of Assessment review assessment reports from the previous academic year and provide feedback using a meta-rubric (see pages 20-28). OPIE requests feedback on assessment processes from the previous academic year. OPIE submits assessment report on previous academic year to the President and Board of Trustees (October 31).
November-December	UAC members and co-chairs continue to provide feedback on assessment processes/ plans for the current academic year. Assessment workshops available via professional development opportunities hosted by UDC's Center for the Advancement of Learning (October 30 - November 13, 2019).
December	Faculty submit course-level assessment templates (see page 17) for the fall semester.
January	Faculty finalize course-level assessment plans for the spring semester.
February-April	UAC members and co-chairs provide feedback on assessment processes/plans and early reporting (from fall semester) for the current academic year. Focused feedback on: goals, objectives, measures of assessment, benchmarks/targets, analysis/results, and actions for continuous improvement (all five phases in UDC's cycle of continuous improvement). Assessment workshops available via professional development opportunities hosted by UDC's Center for the Advancement of Learning (March 23 – April 6, 2020).
April-May	University-Wide Assessment Showcase. Faculty submit course-level assessment templates (see page 17) for the spring semester.
May-August	Chairs and Directors share assessment results with Deans (including Assistant/Associate Deans). Deans share assessment results with Chief Academic Officer.
June-August	The OCAO and OPIE work with assessment specialists to complete assessment reports (due September 30). Discussion and revision of assessment processes/plans for the upcoming academic year.

Note: Assessment coordinators at UDC are currently developing assessment calendars for Division of Student Development and Success, Operational, and Administrative units. Check back for an updated Firebird Guide to Assessment, once these calendars have been finalized.

XIII. Course-Level Assessment Template (see next two pages for an example)

Course-Level Assessment of Student Learning Objectives					
Department/Program: **Course Name:** **Name of Faculty Member:**					
Course Description:					
Course Goal(s):					
Student Learning Objective (the aligned objective for evaluation of student success)	**Outcome Criteria** (specific skills listed in the assignment—aligned with learning objectives)	**Activities and Assessment Methods** (used to assess student success)	**Findings** (list targets; list results found using assessment methods)	**Possible Reason for Findings** (analysis of results—why you got the results you did)	**Actions for Continuous Improvement** (for the next academic semester)

Course-Level Assessment of Student Learning Objectives

Department/Program: Department of Business Management/BBA Management (SBPA)
Course Name: Business Communication
Name of Faculty Member: Jane Doe

Course Description: This hands-on course covers the essential principles involved in communicating in today's workplace. Students are expected to gain expertise in both written and oral communications. Course provides for a review of basic English principles as applied to management in all aspects of business communications, including listening, interpersonal skills, verbal and nonverbal messages. Requirements include activities related to effective interviewing; successful business meetings; working in teams; and developing, organizing, and delivering presentations. Prerequisite: **English Composition II (ENG112) or Foundation Writing II (IGED111). –** *From the course catalog*

Course Goal(s): Students will demonstrate effective written and oral communication skills.

Student Learning Objective (the aligned objective for evaluation of student success)	**Outcome Criteria** (specific skills listed in the assignment—aligned with learning objectives)	**Activities and Assessment Methods** (used to assess student success)	**Findings** (list targets; list results found using assessment methods)	**Possible Reason for Findings** (analysis of results—why you got the results you did)	**Actions for Continuous Improvement** (for the next academic semester)
Develop an effective presentation using business communication skills.	Apply five key communications skills to a culminating presentation that focuses a business topic of your choice.	**Activity:** 10-minute presentation **Assessment Method:** Peer-review evaluation checklist (used by students and the instructor)	**Target:** 80% of students will obtain a total score of 3 or higher (on a 4-point Likert scale). **Results:** Instructor evaluation: 70% of students scored 3 or higher; 20% scored 2.5 or higher; 10% scored below 2 Student evaluation: 80% of students scored 3 or higher; 10% scored 2.5 or higher; 10% scored below 2.	Feedback from students indicated that they relied on the internet for their course materials (in lieu of purchasing a textbook); there was high absenteeism during class-time opportunities to practice presentations; students tended to overrate their peers' presentations (using the checklist)	Find and use reasonably-priced course materials and/or Open Educational Resources on business communication skills; provide online opportunities for practicing presentations; utilize effective peer feedback skills (via YouTube speeches provided to the higher ed community)

Demonstrate written communication skills using APA formatting and appropriate citations.	Utilize at least five outside sources (three peer-reviewed; two from the open internet) in a five-page research paper on a business topic of your choice.	**Activity:** Five-page paper **Assessment Method:** Rubric with three assessment levels (exemplary; proficient; unacceptable)	**Target:** 80% of the students will perform at the exemplary level. **Results:** 70% of the students performed at the exemplary level; 20% performed at the proficient level; 10% performed at the unacceptable level	Students didn't use citation resources provided (APA guide; Purdue OWL); students didn't apply feedback to their final paper from their (one) draft assignment	Instructor will lead more discussions on how to prepare a paper; students will prepare two drafts—and submit their first draft earlier in the semester for feedback and application to their second draft; students will be encouraged to use the Writing Center; students will be encouraged to use Grammarly

Course-Level Assessment Procedure

In order for actions to be taken for continuous learning improvement across our classrooms, course assessment data should be collected and analyzed using the following process:

- Before the start of the semester, each faculty should be given a syllabus and the Course Level Assessment Template (pp. 17, Firebird Guide to Assessment) to create a plan for aligning course objectives, learning activities, and assessment methods.
- During the semester, at least one classroom observation is conducted using the university-wide protocol.
- Courses are instructed and grades are submitted.
- At the end of the semester, faculty complete and turn in course assessment forms to the department chair or the undergraduate program director.
- Using the Course Level Assessment Template (pp. 17, Firebird Guide to Assessment), course assessment data are analyzed by faculty to determine the next actions to be taken.
- Chairs and Program Directors meet with faculty (individually and/or in groups) to analyze results for the semester/academic year.
- During the meetings, observations and recommendations are discussed. The major changes to signature assignments/common assessments are implemented during the following semester.
- The master syllabi affected by the approved changes are modified and the instructors are notified of the changes to be implemented in the following year.

XIV. Meta-Rubric for Evaluating Assessment Plans and Reports

This rubric is used to evaluate assessment processes and reports for Academic, Division of Student Development and Success (DSDS), Operational, and Administrative units at the University of the District of Columbia (UDC). The reviewer will reference the **performance descriptors** (across four **performance levels**) below for each of the **eight rubric criteria**, when evaluating unit processes and reports. Remember that some program assessment plans were substantively developed prior to the use of this rubric; specific processes and reports may differ from requested criteria below.

The reviewer will utilize language from this rubric to describe the rating for each of the **eight criteria** and give consideration to both qualitative and quantitative approaches to planning and assessment. The reviewer will also provide comments and suggestions, recognize improvement plans, and provide considerations for next steps. Below is a diagram of the rubric's components. There is also a list of references used in the development of this rubric on pages 34-35 of the Firebird Guide to Assessment. This rubric was developed by UDC's University Assessment Council in 2015-2016, and updated in spring 2019 by the Director of Institutional Assessment and Outcomes.

Performance Levels				

Criteria	Exemplary	Proficient	Developing	Undeveloped
Criterion **Brief criterion definition here**	• **Performance descriptor**	• **Performance descriptor**	• **Performance descriptor**	• **Performance descriptor**
Comments				

Criteria	Exemplary	Proficient	Developing	Undeveloped
Vision Statement A clear, concise, and aspirational statement of what the unit will look like when it is achieving its mission. Please note: a vision statement is not required for all programs.	• Clear and concise (roughly 10 words) • Feasible • Inspirational (reflects core values) and aspirational (future-oriented) • Identifies stakeholders • Connects with the mission(s) of the unit and division of which it is a part, and of the institution as a whole	• Clear and concise • Feasible • Identifies stakeholders • Connects with the mission(s) of the unit and division of which it is a part	• Statement is provided, but it is not clear or concise • Does not identify stakeholders • Does not demonstrate clear connection with missions of the unit(s) and division of which it is a part, and of the institution as a whole	• No vision statement is provided
Comments				

Criteria	Exemplary	Proficient	Developing	Undeveloped
Mission Statement A concise statement that clarifies the vision statement, describes the purpose and function of the program, and provides a basis for creating goals.	• Clear and concise (between 50 and 100 words) • Clarifies the vision statement and has a long-term focus • Describes primary functions of the unit (what the unit does and how it does it, e.g., activities) • Includes purpose specific to unit (the "why") • Distinguishes unit from other units at UDC • Identifies stakeholders (and recognizes their needs) • Uses language that aligns with goals • Connected with the mission(s) of the unit and division of which it is a part, and of the institution as a whole	• Clear and concise • The unit's functions are provided, but the statement is somewhat limited in description of activities • Identifies stakeholders • Uses language that aligns with goals • Connected with the mission(s) of the unit and division of which it is a part	• Statement is too general to distinguish from other units or too specific to encompass the overall intent of the unit • Identifies functions performed in a very limited manner • Does not identify stakeholders • Does not demonstrate clear connection to mission(s) of the unit and division of which it is a part, and of the institution as a whole	• No mission statement is provided
Comments				

Criteria	Exemplary	Proficient	Developing	Undeveloped
Goals Broad statements on cross-cutting skills that inform the work the unit engages in over time. Operational goals (e.g., retention, service, satisfaction) are equally critical to a unit's success. *Note: Align program & unit goals to staff S.M.A.R.T. Goals via Human Resource's Performance Management Process*	• 3-5 broad, clear goals that focus on cross-cutting skills—learned over time • Skills describe desired performance of a unit (that align with unit activities/deliverables) • Operational goals are aligned with desired benchmarks/targets • Connected to the mission(s) of the unit and division of which it is a part, and of the institution as a whole • Focused on benefitting recipients of the service	• At least 2 statements on skills that are learned over time • Described as desired performance of a unit • Connected to the mission(s) of the unit and division of which it is a part • Focused on benefitting recipients of the service	• Goals are stated but they are generally unclear and/or not "cross-cutting" • Focus is on current unit processes rather than ongoing, desired performance of the unit • Not written to benefit the recipients of the service • Does not demonstrate clear connection to mission(s) of the unit and division of which it is a part, and of the institution as a whole	• No goals are stated
Comments				

Criteria	Exemplary	Proficient	Developing	Undeveloped
Objectives Specific statements that describe future performance on cross-cutting skills. Objectives are the measurable and observable equivalent to goals.	• 3-5 objectives that are specific, measurable, and observable • Each objective is clearly linked to stated goals (and aligned with activities/deliverables) • Written in future tense—as ongoing, desired end results for stakeholders • Connected to the mission(s) of the unit and division of which it is a part, and of the institution as a whole	• At least 2 objectives that are specific, measurable, and observable • Connected to the mission(s) of the unit and division of which it is a part • Language is well-suited to the aligned goal(s), but somewhat vague or needs revision	• At least one-half (50%) of the objectives are incompletely stated, e.g., not specific, measurable, or linked to goals • Does not demonstrate clear connection to the mission(s) of the unit and division of which it is a part, and of the institution as a whole	• No objectives are stated
Comments				

Criteria	Exemplary	Proficient	Developing	Undeveloped
Measures of Assessment (Activities and Assessment Methods) A variety of activities/ assignments and methods (qualitative and quantitative; direct and indirect; formative and summative; diagnostic) is used to evaluate each intended goal and objective; provides clear information on the means of gathering data. Often discussed as "tools" or "instruments." *Ideally, measures provide both valid and reliable data.*	• Both direct and indirect measures* are used throughout, with an emphasis on direct measures • Multiple and mixed methods are used for some or all objectives • Described with ample detail (units may include supporting documentation, e.g., assignments, projects, or workshop descriptions & methods used to assess these activities, such as rubrics or surveys) • Feasible – existing practices are used where possible • Clearly aligned with goals and objectives • Purposeful – it is clear how measures will be used for unit success	• Both direct and indirect measures are used across the unit's plan • At least one method is used for each objective • Described with sufficient detail • Clearly aligned with goals and objectives • Purpose of measures are not verifiable or clear	• No direct measures are used • Methods are identified for some, but not all, objectives • Some measures are not clearly aligned with goals and objectives • Measures are described in vague terms	• No measures of assessment are provided or insufficient detail is provided
Comments				

Criteria	Exemplary	Proficient	Developing	Undeveloped
Benchmarks/ Targets Benchmarks are numerical reference points that are used for measuring or comparing current performance against standards that adopt best practices. Targets are projected figures based on previous results or existing standards.	• Benchmarks and/or targets are identified for each assessment activity • Aligned with intended goals and objectives • Measurable and quantifiable (e.g., an increase of 5%) and represents a feasible/reasonable amount of success • Targets are based on previous results and/or existing standards	• Benchmarks and/or targets are identified for some or most assessment activities • Aligned with intended goals and objectives • Measurable and quantifiable (e.g., an increase of 5%) and represent a feasible/reasonable amount of success • Targets appear arbitrary	• Benchmarks and/or targets are limited and/or not aligned with the activities • Language used to describe the benchmarks are vague or subjective (e.g., "improve," "satisfactory") • No quantifiable targets, or where targets do exist—they appear too low/too high and have no connection with previous results and/ or existing standards	• No benchmarks or targets are identified
Comments				

Criteria	Exemplary	Proficient	Developing	Undeveloped
Analysis/Results A complete, concise analysis and summary of the data/findings gathered from each given assessment measure. *All documentation must be anonymized*	• Complete, concise, and well-organized • Evidence of appropriate data collection (data is quantitative and qualitative) and analysis (e.g., charts, graphs, reflections, and descriptions) • Address whether goals and objectives were met, partially met, or not met • Includes the date that results were entered • Compares new findings to past trends, previous results and/or existing standards as appropriate • Includes supporting documentation, where necessary* (e.g., previous and current data from activities for comparison)	• Complete and organized • Evidence of data collection/analysis • Addresses whether goals and objectives were met • Addresses benchmarks/targets • May contain too much information or stray slightly from the data set	• Incomplete or too much information • Not clearly aligned with goals and objectives • Questionable/unclear or lack of conclusion about whether benchmarks/targets were met, partially met, or not met • Questionable collection/analysis that is inattentive to the data as conclusions were drawn	• No analysis/results are provided
Comments				

Criteria	Exemplary	Proficient	Developing	Undeveloped
Actions for Continuous Improvement Actions describe improvements to the program or assessment processes based on analysis of results. The assessment findings feature improvements *and* demonstrated effectiveness/success, and the subsequent report is shared widely with stakeholders.	• Identifies at least 3 actions in the improvement plan • Addresses goals & demonstrates success • Clearly describes how specific results will be used to modify objectives, activities, planning, resource allocation, work methods, assessment strategies, etc. and/or clearly identifies areas for monitoring, remediation, or enhancement; defines next steps, where applicable • Includes clear timeframe for implementing actions/ determining follow-up • Identifies a responsible person/group • Clearly describes how results will be shared with/distributed to stakeholders	• Identifies at least 1 action in the improvement plan • Describes with some detail how results will be used to modify objectives, activities, planning, resource allocation, work methods, assessment strategies, etc. and/or identifies areas for monitoring, remediation, or enhancement; provides some next steps, where applicable • Includes a timeframe • Identifies a responsible person/group	• Action plan is not clearly related to assessment results • Doesn't address results appropriately and/or lacks next steps for systematic program improvement • Too general; not enough detail provided (e.g. timeframe, responsible person/group)	• Actions for continuous improvement are not provided
Comments				

XV. Glossary of Assessment Terms

Assessment Activities (connect with "Assessment Methods")
Activities and assignments are used to collect assessment data, when evaluating goals and objectives. Examples of **learning activities and assignments** include: **direct measures** using **formative** approaches (e.g., discussions, group work, polling, minute papers, and check-ins) and **summative** approaches (e.g., case studies, papers, presentations, and projects); national certifications, licensure, or professional exams; portfolios. Include supporting documents, in addition to the descriptions of your activities/assignments, in your reporting.

Assessment Methods (connect with "Assessment Activities")
Assessment methods are used to analyze your assessment data, when evaluating goals and objectives. Examples of assessment methods include: capstone projects; checklists; e-portfolios; evaluations from site supervisors; **indirect measures** (e.g., course evaluations, focus groups, interviews, peer feedback, and surveys); pre- and post-tests; ratings scales; rubrics. Include supporting documents, in addition to the descriptions of your assessment methods, in your reporting.

Baseline Data (connect with "Benchmarks" and "Targets")
Baseline data are the foundational data that units use to help create their planning or assessment processes. Baseline data are starting points, or ground-level data, that units gather when setting their benchmarks and targets.

Benchmarks (connect with "Baseline Data" and "Targets")
Benchmarks are numerical reference points that are used for measuring or comparing current performance against standards that adopt best practices. Benchmarks are informed by existing data from peer units, institutions, organizations, etc., to support assessment processes that are suitable to your unit and aimed at continuous improvement.

> Texas A&M University. 2014. "Rubric for Evaluating Assessment Plans and Reports."

> University of Virginia. "Benchmarking in Higher Education."

Continuous Improvement
Continuous improvement is a process that focuses on implementing continual, yet incremental, changes to enhance courses, programs, services, and offerings based on goals and objectives. Continuous improvement in higher education relies on *assessment practices that have been proven to provide valid and reliable data*, and typically uses a cyclical approach. See UDC's Cycle of Continuous Improvement for an example of a cyclical approach to assessment.

Cross-Cutting Skills
Cross-cutting skills focus on integrative, broad learning and are developed across courses and programs—over time and "in preparation for long-term career success" (Pasquerella, 2018). In AAC&U's 2018 report, *Fulfilling the American Dream: Liberal Education and the Future of Work*, employers heavily endorsed the following cross-cutting skills: "oral communication, critical thinking, ethical judgment, working effectively in teams, written communication, and the real-world application of skills and knowledge" (Pasquerella, 2018). Further, employers highly prioritized: "locating, organizing, and evaluating information from multiple sources; analyzing complex problems; working with people from different backgrounds; being innovative and creative; and staying current on technologies" (Pasquerella, 2018).

> Pasquerella, Lynn. 2018. "Preparing Students for an Unscripted Future." *Liberal Education* 104(3).

Direct Measures (connect with "Indirect Measures")
Direct assessment measures "determine whether students have mastered the content of their academic programs" (Banta and Palomba, 2015: pp. 79). Direct measures gather evidence of learning through observable work products, such as: case studies, essays, exams, group projects, papers, portfolios, and presentations. Use *valid and reliable methods* to assess the content, or skills, involved in the learning.

Banta, Trudy W., and Catherine A. Palomba. 2015. *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education*. 2nd ed. San Francisco: Jossey-Bass.

Suskie, Linda. 2019. "Understanding Direct and Indirect Evidence of Student Learning."

Formative Assessment (connect with "Summative Assessment")
Formative assessment methods are used to "identify misconceptions, struggles, and learning gaps" (Yale University, 2019) that students might be experiencing, in order to support their learning. They are usually "*low stakes*, which means that they have low or no point value" (Eberly Center, 2019). For example, a faculty member might "monitor" learning through quizzes, polling, minute papers, etc. in order to provide consistent, ongoing feedback to students (Eberly Center, 2019). At the same time, formative assessments can alert faculty to add scaffolded approaches to their instructional design, so that students can achieve key learning aims (Ambrose, et al. 2010). As with summative assessment, formative assessments can be used for instructional redesign. (Formative assessment is best used in conjunction with summative assessment.)

Ambrose, Susan A., et al. 2010. *How Learning Works: Seven Research-Based Principles for Smart Teaching*. San Francisco: John Wiley & Sons, Inc.

Carnegie Mellon University Eberly Center for Teaching Excellence & Educational Innovation. "What is the Difference between Formative and Summative Assessment?"

Yale University Poorvu Center for Teaching and Learning. "Formative and Summative Assessments."

Goals (connect with "Objectives" and "Outcomes")
Goals are broad statements on learning over time. Goals focus on program-wide or institution-wide learning across the curriculum and co-curriculum. Learners should be able to master the skills described in goals at the completion of their degrees—and beyond. Goals can be developed at the institutional level (e.g., UDC's Student Learning Goals) or the college/unit level, and by disciplinary accrediting agencies.

Indirect Measures (connect with Direct Measures")
Indirect assessment measures "ask students to reflect on what they have learned and experienced rather than to demonstrate their knowledge and skills," e.g., "proxy information" about their learning (Banta and Palomba, 2015: pp. 80). Indirect measures can also focus on satisfaction with, or opinions on, programs and services. Indirect measures include: course evaluations, focus groups, interviews, peer feedback, and surveys. Use *valid and reliable methods* to assess metacognition and perceptions of learning.

Banta, Trudy W., and Catherine A. Palomba. 2015. *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education*. 2nd ed. San Francisco: Jossey-Bass.

Suskie, Linda. 2019. "Understanding Direct and Indirect Evidence of Student Learning."

Measurable and Observable
Measurable, in this instance, indicates that an observer (e.g., faculty member, supervisor) can gauge student learning using a *valid and reliable assessment measure* that typically produces some sort of metric or metrics. Measurable *verbs* are often mentioned in this context, which means that the verbs used in aligned objectives or outcomes point to an observable action on the part of the learner. **Observable** actions indicate that the observer will be able to assess a student work product (using an assessment measure) simply because that evidence of learning (e.g., the product) is perceptible.

Mission Statements (connect with "Vision Statements")
Mission statements clarify vision statements and are action-oriented—they describe *what* you do, *how* you do it, *why* you do it, and *who* you do it for (i.e., the unique qualifications of your unit). They use broad, simple, and clear language, and (like vision statements) reflect your core values while inspiring change. Mission statements are short (aim for 50-100 words) and they provide a basis for creating goals.

> Centenary University. 2017. "Tips for Writing Mission and Vision Statements."

> Connor, Julie. 2018. "How to Write Powerful Vision & Mission Statements."

Objectives (connect with "Goals" and "Outcomes")
Objectives are more specific than goals. Objectives signify intended/future learning, e.g., the learning that students will demonstrate by the end of a course or program. Objectives are *typically tied to the materials related to instruction, assignments, and assessment methods*. For example, when instructors plan their courses, they align their readings/videos, course assignments, and assessment tools to objectives. Measurable objectives reference the observable actions that students will demonstrate during their learning processes. Objectives can be developed for courses or programs, and by disciplinary accrediting agencies.

> See page 33 for references…

Outcomes (connect with "Goals" and "Objectives")
Outcomes are more specific than goals and objectives. Outcomes describe what learners *should know and be able to do* by the end of an assignment or course. Outcomes are *typically tied to student work products*—or the results of the learning (prompted by assignments). This is why outcomes are so specific; they need to address *exactly* what students will demonstrate through their learning. To add even more specificity, you can make your outcomes time-bound. Measurable outcomes reference the *observable actions* that learners demonstrate in their work. Outcomes can be developed for assignments or courses.

> See page 33 for references…

Qualitative Data (connect with "Quantitative Data")
Qualitative data are descriptive, and are gathered through methods such as "logs, journals, participant observations, focus groups, and interviews" (Banta and Palomba, 2015: pp. 24).

> Banta, Trudy W., and Catherine A. Palomba. 2015. *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education*. 2nd ed. San Francisco: Jossey-Bass.

Quantitative Data (connect with "Qualitative Data")
Quantitative data are numeric data based on totals, percentages, scores, ratings, etc., and are gathered via surveys and counting mechanisms.

Reliability (connect with "Validity")
When an assessment tool provides *reliable data*, the tool is yielding *stable and consistent results*. Practitioners often cite different types of reliability, including:

- **Inter-Rater Reliability**: There is a high-level of agreement (e.g., approximate, similar, or same results) across "scores" from different assessors.
- **Test-Retest Reliability**: The tool produces stable and consistent results over time, e.g., when the tool is used to assess an exam that is administered more than once.

> Phelan, Colin and Julie Wren. 2005-2006. "Exploring Reliability [and Validity] in Academic Assessment." University of Northern Iowa Office of Academic Assessment.

> Price, Paul C., Rajiv Jhangiani, and I-Chant A. Chiang. 2015. "Reliability and Validity of Measurement." Pp. 82-87 in *Research Methods in Psychology*. 2nd Canadian ed. Creative Commons Attribution-NonCommercial-ShareAlike 3.0 License.

> Rhodes, Terrel. & Ashley Finley. 2013. *Using the VALUE Rubrics for Improvement of Learning and Authentic Assessment*. Washington, DC: Association of American Colleges and Universities.

Stakeholder
Stakeholders in higher education consist of *anyone* who has a stake in the institution's student learning outcomes and campus success, including: students, faculty, staff, administrators, employers, family members, community members, alumni, state and local governments, donors, and so on.

Summative Assessment (connect with "Formative Assessment")
Summative assessment methods are used to evaluate student learning at the end of an instructional period, such as a module, course, or program (Eberly Center 2019; Yale University 2019). They are generally "*high stakes*, which means that they have a high point value" (Eberly Center, 2019). For example, a faculty member might offer a midterm exam, paper, speech, or capstone project (as well as a *variety* of these assignments) as a summative assessment to evaluate student learning in relation to course objectives. As with formative assessment, summative assessments can be used for instructional redesign. (Summative assessment is best used in conjunction with formative assessment.)

> Ambrose, Susan A., et al. 2010. *How Learning Works: Seven Research-Based Principles for Smart Teaching*. San Francisco: John Wiley & Sons, Inc.

> Carnegie Mellon University Eberly Center for Teaching Excellence & Educational Innovation. "What is the Difference between Formative and Summative Assessment?"

> Yale University Poorvu Center for Teaching and Learning. "Formative and Summative Assessments."

Targets (connect with "Baseline Data" and "Benchmarks")
Targets are projected figures that practitioners set, which are based on previous results or existing standards. Meeting a target is an example of successfully working toward stated goals and objectives.

Validity (connect with "Reliability")
When an assessment tool provides *valid data*, then the tool is *measuring what it is intended to measure*. To establish confidence that the tool is valid, it is "preferable" to "demonstrate more than one type of validity" (Rhodes and Finley, 2013: pp. 15). To that end, practitioners often cite several different types of validity, including:

- **Content Validity**: The definitions used throughout the tool are similarly interpreted by the assessors (i.e., the definitions reflect the *intended meanings* behind the defined terms). Subject matter experts can help establish content validity of the tool.
- **Face Validity**: The assessment tool appears to be valid, i.e., it is valid on the *face* of it. Widespread use of the tool, i.e., the tool's legitimacy, can suggest face validity.
- **Formative Validity**: The tool is used to measure whether or not students are learning skills that are embedded in the program. The aligned activity or assignment (or other areas of the program) can then be improved upon—if the tool demonstrates that learners are not obtaining the affiliated skill(s).

Healthy Simulation. "Understanding Research for Clinical Simulation, Part2: Validity and Reliability."

Phelan, Colin and Julie Wren. 2005-2006. "Exploring Reliability [and Validity] in Academic Assessment." University of Northern Iowa Office of Academic Assessment.

Price, Paul C., Rajiv Jhangiani, and I-Chant A. Chiang. 2015. "Reliability and Validity of Measurement." Pp. 82-87 in *Research Methods in Psychology*. 2nd Canadian ed. Creative Commons Attribution-NonCommercial-ShareAlike 3.0 License.

Rhodes, Terrel. & Ashley Finley. 2013. *Using the VALUE Rubrics for Improvement of Learning and Authentic Assessment*. Washington, DC: Association of American Colleges and Universities.

Statistics How To. 2017. "Formative Validity & Summative Validity."

Vision Statements (connect with "Mission Statements")

Vision statements are mental images of what you believe is feasibly possible—they reflect your unit's core values, using inspirational and aspirational language. Vision statements are very concise (aim for approximately ten words) and appeal to all stakeholders.

Centenary University. 2017. "Tips for Writing Mission and Vision Statements."

Connor, Julie. 2018. "How to Write Powerful Vision & Mission Statements."

Goals, Objectives, and Outcomes (References)

DePaul Teaching Commons. "Course Objectives & Learning Outcomes."

Carnegie Mellon University Eberly Center for Teaching Excellence & Educational Innovation. "Goals, Objectives, and Outcomes."

San Francisco State University. "What Is the Difference Between Course Objectives and Learning Outcomes?"

Oakland University Center for Excellence in Teaching and Learning. 2014. "Writing Course and Assessment Plans with Goals, Objectives, and Learning Outcomes."

Arizona State University TeachOnline. "Writing Measurable Learning Objectives."

In addition to the references above, some materials in the 2015-2016 iteration of this guide were adapted from the websites and assessment handbooks of Prince George's Community College and the Community College of Philadelphia.

XVI. References and Acknowledgements

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Hutchings, Pat. January 2016. *Aligning Educational Outcomes and Practices*. Champaign: National Institution for Learning Outcomes Assessment.
http://learningoutcomesassessment.org/documents/Occasional%20Paper%2026.pdf

Kinzie, Jillian, Pat Hutchings, and Natasha A. Jankowski. 2015. "Fostering Greater Use of Assessment Results." Pp. 51-72 in *Using Evidence of Student Learning to Improve Higher Education*, edited by G. D. Kuh et al. San Francisco: Jossey-Bass.

Montenegro, Erick and Natasha A. Jankowski. 2017. *Equity and Assessment: Moving Towards Culturally Responsive Assessment*. Champaign: National Institution for Learning Outcomes Assessment.
http://learningoutcomesassessment.org/documents/OccasionalPaper29.pdf

Miller, Margaret A. 2012. *From Denial to Acceptance: The Stages of Assessment*. Champaign: National Institution for Learning Outcomes Assessment.
http://www.learningoutcomesassessment.org/documents/MillerOcPaper13.pdf

References: Planning for a Program Review? Consider These Entry Points... (pp. 12-13)

Barak, Robert J. & Barbara E. Breier. 1990. *Successful Program Review*. San Francisco: Jossey-Bass.

Massa, Laura J. & Kasimatis, Margaret. 2017. *Meaningful and Manageable Program Assessment: A How-To Guide for Higher Education Faculty*. Sterling: Stylus Publishing.

* Adapted from: UW Extension. 2003. "Full Logic Model Framework." Pp. 21 in *Welcome to Enhancing Program Performance with Logic Models*.
https://fyi.extension.wisc.edu/programdevelopment/files/2016/03/lmcourseall.pdf

** Adapted from: Barak, Robert J. & Barbara E. Breier. 1990. "Table 4. Examples of Productivity Indicators." Pp. 26 in *Successful Program Review*. San Francisco: Jossey-Bass.

*** Lehman College. Undated. "Inventory of Suggested Non-Teaching Unit Assessment Measures."
http://www.lehman.edu/office-academic-programs/assessment/documents/inventory-non-teaching-unit-assessment.pdf

References: Meta-Rubric (pages 20-28)
Meta-Rubric Adapted from the Following References:

Andrews University 2015. "Rubric for Evaluating Program Assessment Plan."
https://www.andrews.edu/services/effectiveness/assessment/resources/andrews-rubric-for-evaluating-program-assessment-plans-and-reports-v.2.docx

Texas A&M University. 2014. "Rubric for Evaluating Assessment Plans and Reports."
http://assessment.tamu.edu/assessment/media/Weave-Support-Documents/Assessment-Review-Rubric_1.pdf
Wayne State University. 2018. "WSU Assessment Plan Feedback Rubric."
https://wayne.edu/assessment/files/wsu_program_assessment_plan_feedback_rubric.docx

References on Rubric Components:

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